



Loris Middle

5209 Highway 66
Loris, South Carolina

| | | |
|-----------------------|----------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 632 Students | |
| Principal | Judy Beard | 843-756-2181 |
| Superintendent | Dr. Cynthia Elsberry | 843-488-6700 |
| Board Chair | Will Garland | 843-358-8002 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|----------------------|----------------------|
| 2008 | Below Average | Below Average |
| 2007 | Below Average | At-Risk |
| 2006 | Below Average | At-Risk |
| 2005 | Below Average | Below Average |
| 2004 | Average | At-Risk |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

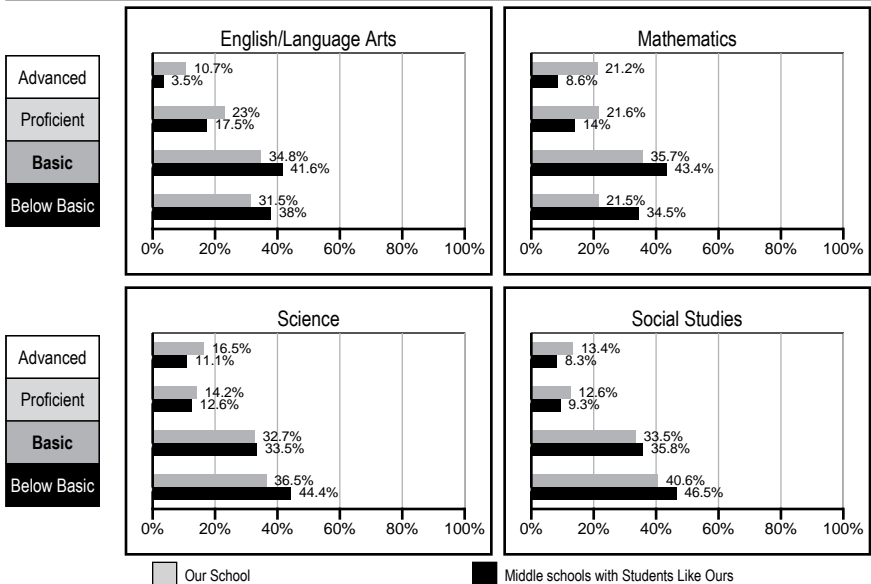
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 1 | 19 | 22 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours* |
|---|-------------------|---|
| Algebra 1/Math for the Technologies 2 | 100.0 | 94.0 |
| English 1 | 100.0 | 94.2 |
| Physical Science | 0 | 0 |
| All Subjects | 100.0 | 92.4 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=632) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 55.2% | Down from 69.9% | 15.2% | 19.4% |
| Retention rate | 0.5% | Down from 1.0% | 2.8% | 1.8% |
| Attendance rate | 96.2% | Down from 96.4% | 95.4% | 95.8% |
| Eligible for gifted and talented | 23.4% | Up from 21.3% | 12.6% | 15.3% |
| With disabilities other than speech | 20.2% | Down from 20.4% | 14.0% | 12.9% |
| Older than usual for grade | 1.4% | Down from 2.5% | 5.0% | 3.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 1.6% | Down from 4.2% | 1.4% | 0.7% |
| Annual dropout rate | 0.2% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n=50) | | | | |
| Teachers with advanced degrees | 50.0% | Up from 47.2% | 52.2% | 55.0% |
| Continuing contract teachers | 74.0% | Up from 69.8% | 66.4% | 70.6% |
| Teachers with emergency or provisional certificates | 7.0% | Up from 6.7% | 8.3% | 5.4% |
| Teachers returning from previous year | 76.2% | Down from 79.3% | 80.0% | 83.4% |
| Teacher attendance rate | 93.7% | Down from 95.2% | 95.1% | 94.9% |
| Average teacher salary | \$47,157 | Up 0.9% | \$44,567 | \$44,706 |
| Professional development days/teacher | 20.4 days | Down from 21.8 days | 11.4 days | 11.8 days |
| School | | | | |
| Principal's years at school | 3.5 | Up from 2.5 | 2.0 | 3.0 |
| Student-teacher ratio in core subjects | 19.2 to 1 | Down from 23.1 to 1 | 20.7 to 1 | 20.1 to 1 |
| Prime instructional time | 89.1% | Down from 90.1% | 89.0% | 89.3% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.0% | Down from 100.0% | 97.7% | 98.0% |
| Character development program | Excellent | No Change | Good | Good |
| Dollars spent per pupil* | \$9,823 | Up 24.2% | \$7,057 | \$7,097 |
| Percent of expenditures for instruction* | 66.0% | Down from 71.1% | 63.8% | 64.4% |
| Percent of expenditures for teacher salaries* | 60.9% | Down from 67.5% | 59.0% | 59.4% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The students and staff at Loris Middle School have much to celebrate. We have shown improvements in academics at all grade levels. Our efforts have focused on improving achievement for all students, with a primary focus on improving literacy and numeracy skills across the curriculum.

Students at Loris Middle School were recognized for many accomplishments during the past year. One student was recognized as a Duke TIP Scholar, and seven students were recognized as South Carolina Junior Scholars. A student won the Lt. Governor's Essay Contest, and another student won the Governor's Citizenship Award.

Many of our students were recognized for the Beacon Awards presented by Santee Cooper. Our drama department produced High School Musical, and our chorus, orchestra, and band programs continued to excel and receive awards.

Our teachers continued to grow professionally by participating in continuous staff development opportunities and graduate coursework. Rebecca Coleman and Diana Pendleton gained National Board Certification, and our teacher of the year, Jean Burden, was named Horry County Schools Teacher of the Year.

Thanks to the generous donations of our PTO, parents, and the community, we were able to upgrade our sound system in the auditorium as well as purchase two benches for our playground.

We were also able to provide recognition items for our students at quarterly Renaissance Programs.

We will continue exhibiting our Lion Pride through perseverance, respect, integrity, determination, and excellence as we work even harder in the upcoming year. Our staff, PTO, School Improvement Council and administration will be dedicated to our goal of achieving excellence.

Judy Beard, Principal

James Edwards, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 52 | 183 | 92 |
| Percent satisfied with learning environment | 98.1% | 97.3% | 75.8% |
| Percent satisfied with social and physical environment | 98.1% | 96.2% | 65.9% |
| Percent satisfied with school-home relations | 98.0% | 98.9% | 65.2% |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported /S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key

| | |
|--------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 3.0% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.9% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 7.6% | 0.0% | No |
| Student attendance rate | 96.2% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 640 | 100 | 31.9 | 35.1 | 22.7 | 10.2 | 41 | 57.2 | 48.2 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 310 | 100 | 42.2 | 31.7 | 19.9 | 6.3 | 33.1 | 50.3 | 41.7 | N/A | N/A |
| Female | 330 | 100 | 22.5 | 38.3 | 25.4 | 13.8 | 48.2 | 64.4 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 340 | 100 | 18.3 | 34 | 33.3 | 14.4 | 55.8 | 65.4 | 60 | Yes | Yes |
| African American | 271 | 100 | 47.3 | 36.5 | 10.4 | 5.8 | 24.2 | 34.7 | 31.7 | No | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 73 | 70.4 | I/S | I/S |
| Hispanic | 26 | 100 | 43.5 | 39.1 | 17.4 | 0 | 26.1 | 43.1 | 38.4 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 47 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 133 | 100 | 70.6 | 20.6 | 4 | 4.8 | 10.3 | 21.7 | 16 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 21 | 100 | 63.2 | 21.1 | 10.5 | 5.3 | 21.1 | 39.1 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 496 | 100 | 39.2 | 37.9 | 16.2 | 6.8 | 31.3 | 44.9 | 34 | No | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 640 | 100 | 23.6 | 38.5 | 19.7 | 18.2 | 45.2 | 56.4 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 310 | 100 | 27.9 | 35.2 | 19.5 | 17.4 | 43.2 | 55.9 | 45.6 | N/A | N/A |
| Female | 330 | 100 | 19.6 | 41.5 | 19.9 | 19 | 46.9 | 57 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 340 | 100 | 13.8 | 33 | 24.7 | 28.5 | 60.9 | 65.2 | 59 | Yes | Yes |
| African American | 271 | 100 | 35 | 45.8 | 13.8 | 5.4 | 25.8 | 31.6 | 26.9 | Yes | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 75 | 71.3 | I/S | I/S |
| Hispanic | 26 | 100 | 26.1 | 34.8 | 17.4 | 21.7 | 47.8 | 42.6 | 38.1 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 48.5 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 133 | 100 | 52.4 | 34.9 | 6.3 | 6.3 | 18.3 | 20.8 | 17.1 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 21 | 100 | 31.6 | 36.8 | 10.5 | 21.1 | 36.8 | 41 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 496 | 100 | 28.7 | 43.8 | 16.8 | 10.7 | 35.9 | 43.9 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
| Science | | | | | | | | | | | |
| All Students | 428 | 99.8 | 35.9 | 32.4 | 14.3 | 17.3 | 31.7 | 41.4 | 35.7 | 96.2 | 96.3 |
| Gender | | | | | | | | | | | |
| Male | 209 | 99.5 | 41.3 | 27.5 | 12.7 | 18.5 | 31.2 | 43.8 | 37.4 | 96 | 96.2 |
| Female | 219 | 100 | 31.1 | 36.8 | 15.8 | 16.3 | 32.1 | 39 | 33.8 | 96.4 | 96.4 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 221 | 100 | 20.3 | 33.7 | 18.8 | 27.2 | 46 | 50.4 | 49.2 | 95.8 | 96.1 |
| African American | 187 | 99.5 | 52.5 | 31.8 | 10.6 | 5 | 15.6 | 16.7 | 17 | 96.8 | 96.7 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 63.8 | 58 | 97.5 | 97.4 |
| Hispanic | 19 | 100 | 50 | 25 | 0 | 25 | 25 | 26.2 | 24.9 | 95.7 | 96.8 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 28.3 | 37.4 | 93.6 | 95.5 |
| Disability Status | | | | | | | | | | | |
| Disabled | 92 | 100 | 64.4 | 23 | 3.4 | 9.2 | 12.6 | 15.2 | 14 | 95.6 | 95.7 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | 99.4 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 18 | 100 | 62.5 | 18.8 | 0 | 18.8 | 18.8 | 22.7 | 24.4 | 95.6 | 97 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 339 | 99.7 | 42.3 | 34.5 | 11 | 12.3 | 23.2 | 28.8 | 21.1 | 96 | 96 |
| Social Studies | | | | | | | | | | | |
| All Students | 426 | 100 | 40 | 33.6 | 12.9 | 13.4 | 26.4 | 41.6 | 34 | 96.2 | 96.3 |
| Gender | | | | | | | | | | | |
| Male | 201 | 100 | 40.9 | 30.1 | 14 | 15 | 29 | 45.3 | 36.6 | 96 | 96.2 |
| Female | 225 | 100 | 39.2 | 36.8 | 12 | 12 | 23.9 | 37.8 | 31.3 | 96.4 | 96.4 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 222 | 100 | 32 | 30.6 | 19.9 | 17.5 | 37.4 | 48.6 | 44.5 | 95.8 | 96.1 |
| African American | 178 | 100 | 51.2 | 38.4 | 4.7 | 5.8 | 10.5 | 20.7 | 19.1 | 96.8 | 96.7 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 57.2 | 58.9 | 97.5 | 97.4 |
| Hispanic | 23 | 100 | 33.3 | 28.6 | 9.5 | 28.6 | 38.1 | 33.9 | 27.5 | 95.7 | 96.8 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 39.1 | 32.7 | 93.6 | 95.5 |
| Disability Status | | | | | | | | | | | |
| Disabled | 82 | 100 | 69.6 | 22.8 | 5.1 | 2.5 | 7.6 | 17.1 | 14.4 | 95.6 | 95.7 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | 99.4 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 18 | 100 | 47.1 | 23.5 | 11.8 | 17.6 | 29.4 | 30.8 | 27.3 | 95.6 | 97 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 330 | 100 | 47.4 | 34.4 | 10.1 | 8.1 | 18.2 | 29.8 | 21 | 96 | 96 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|------------------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 217 | 98.6 | 25.5 | 44 | 20 | 10.5 | 30.5 |
| | 7 | 210 | 100 | 30.8 | 35.4 | 28.7 | 5.1 | 33.8 |
| | 8 | 239 | 99.6 | 34.2 | 44 | 20.4 | 1.3 | 21.8 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 215 | 100 | 36.2 | 28.6 | 23.6 | 11.6 | 35.2 |
| | 7 | 213 | 100 | 28.6 | 39.4 | 22.2 | 9.9 | 32 |
| | 8 | 212 | 100 | 31.1 | 37.2 | 22.4 | 9.2 | 31.6 |
| Mathematics | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 217 | 100 | 25.6 | 36.9 | 22.2 | 15.3 | 37.4 |
| | 7 | 210 | 100 | 19.5 | 45.1 | 16.4 | 19 | 35.4 |
| | 8 | 239 | 100 | 36.7 | 44.2 | 12.8 | 6.2 | 19 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 215 | 100 | 29.1 | 33.7 | 17.1 | 20.1 | 37.2 |
| | 7 | 213 | 100 | 17.7 | 39.9 | 19.2 | 23.2 | 42.4 |
| | 8 | 212 | 100 | 24 | 41.8 | 23 | 11.2 | 34.2 |
| Science | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 110 | 98.2 | 40.4 | 23.2 | 12.1 | 24.2 | 36.4 |
| | 7 | 210 | 100 | 37.2 | 35.1 | 13.1 | 14.7 | 27.7 |
| | 8 | 119 | 100 | 40.7 | 36.3 | 12.4 | 10.6 | 23 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 108 | 100 | 50 | 19.4 | 11.2 | 19.4 | 30.6 |
| | 7 | 212 | 100 | 30.7 | 38.1 | 13.4 | 17.8 | 31.2 |
| | 8 | 108 | 99.1 | 32.7 | 33.7 | 19.4 | 14.3 | 33.7 |
| Social Studies | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 110 | 99.1 | 21.2 | 46.5 | 18.2 | 14.1 | 32.3 |
| | 7 | 210 | 100 | 47.1 | 37.7 | 5.8 | 9.4 | 15.2 |
| | 8 | 122 | 99.2 | 26.4 | 59.1 | 11.8 | 2.7 | 14.5 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 108 | 100 | 32.7 | 23.8 | 20.8 | 22.8 | 43.6 |
| | 7 | 213 | 100 | 47.3 | 34.5 | 5.9 | 12.3 | 18.2 |
| | 8 | 105 | 100 | 32.7 | 41.8 | 19.4 | 6.1 | 25.5 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample